montana schools

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All in a day's work

THE LIBRARIAN:

Montana Schools recently visited Rattlesnake School in Missoula to find out what happens in a librarian's day. Special thanks are extended to David Price, principal at Rattlesnake School and Ranelle Lees, school librarian.

Ranelle Lees arrives at Rattlesnake School every day around 8 a.m. She enters a library which is far more than a room full of books. Nearly lifesize puppets made by students rest on the top of bookshelves and student murals and other artwork hang on the walls. Foliage is everywhere and soft chairs in quiet niches invite students to "curl up with a good book."

Her day is filled with helping students and teachers usually goes something like this...

8:15 a.m.
Started day by helping several students find books. Typical requests included "please help me find a good skinny book."

8:30 a.m.
Answered phone call from another librarian who had a question regarding particular library skills. We're setting up a "scope and sequence" for the district.

8:40 a.m.
Started reading microfiche relating to other districts' library and audiovisual programs.

8:45 a.m.
Helped Sammy get a piece of cardboard to take to 7th grade shop to make a skateboard.

8:55 a.m.
Back to microfiche reader.

9:15 a.m.
Talked to 5th grade teacher about sets of hooks he could use for book reports this quarter. Discussed books relating to his chosen themes of nature, historical fiction and adventure. Also showed him supplemental kits he could use with his book reports.

9:30 a.m.
Cleaned heads on 3 cassette players. Updated equipment notebook and repair records.

9:40 a.m.
Helped 7th grade student find picture of Montana's state symbol.

9:45 a.m.
Back to equipment and record notebook.

10:00 a.m.
Updated bibliography of humorous books to be used in an 8th grade reading class. Visited with three 8th graders about braces. The 8th graders found it amusing that some 3rd graders stole my paper clips to manufacture their own braces. The 8th graders couldn't imagine why anyone would want braces.

10:15 a.m.
Brought list of overdue books up to date.

10:30 a.m.
Completed encyclopedia inventory for suhmission in total district library report.

10:40 a.m.
Gave six oral tests related to library usage skills to 5th graders.

10:45 a.m.
Went to administration building to discuss library skills program with Peggy Gadbow, district library supervisor. Laminated wild flowers for 5th grade teacher. Located bulb for spotlight for 8th grade production.

11:45 a.m.
Back to Rattlesnake School and lunch.

12:30 p.m.
Conference with Clair Daniels who is an intern in the library this quarter. He'll be superintendent of schools in Roberts next year. We discussed library procedures and the classes he will teach.

1:00 p.m.
Assigned Dewey decimal numbers to AV materials that just arrived. This is in preparation for putting our district AV materials on computer to increase their accessability.

2:00 p.m.
Coffee break. Discussed good read-aloud books with 6th grade teacher.

2:15 p.m.
Had a 5th grade class. Introduced the individualized system of library skills. This involves oral tests to make sure that a student has a good working knowledge of library skills. The 6th and 7th graders have taken these tests for the past two quarters and the 5th graders will take them this quarter. After hearing about test procedures, students browsed for books.

2:45 p.m.
Observed intern teaching 6th grade class how to use the microfiche reader. Assignment for class included several *Life* magazine articles on fiche.

3:15 p.m.
Conference with student intern regarding the class he just taught and his teaching schedule for next week.

3:30 p.m.
Helped student find several books. Finished up day by changing stamp, putting cards in order and straightening the lihrary.

3:45 p.m.
Stopped at Hatch's to pick up set of paperback books we had ordered.

3:50 p.m.
Stopped at Skaggs to pick up slide for slide-tape show.

4:00 p.m.
Homeward bound.

How ya gonna keep 'em down on the farm?

MCHS students study agriculture from the ground up.

Missoula County High School knows how to keep some of its students "down on the farm" because the farm is a part of the school. Through courses offered in a unique four-year program, students in grades 9-12 can learn all the practical aspects of running a farm from soil science and crop management to livestock production and machinery repair. The program which is designed mainly to provide urban students with an opportunity to learn about production agriculture is open also to rural students who may wish to increase their knowledge, sharpen their skills and pursue a career in agriculture.

Mike Cavey and Don Fellerman, the vocational agriculture teachers who direct the program, told *Montana Schools* that agriculture is the fastest growing industry in the west and midwest in terms of job opportunity. Over 6 percent of the nation's work force is actively engaged in producing food and fiber while another 25 percent is engaged in providing supplies and services to farmers and ranchers, or is involved in processing agriculture products. Based on a 1972 study of manpower needs in Montana, there are approximately 500 job openings in the agri-business field in over 180 different firms. In addition there are more than 1800 full time employees in production agriculture as well as 10,000 seasonal employees.

With these statistics in mind, the MCHS Vo-Ag Department designed a four-year curriculum for students which would prepare them through extensive coursework in production agriculture for careers either in production agriculture or agri-business.

Instructors Cavey and Fellerman with student

Cavey said that 80 percent of the students enrolled in this program go directly into one of these fields after graduation or choose to continue their education in agriculture at the university level.

The MCHS's farm, as a result of a far-sighted school board's activities a few years ago, sits on approximately 80 acres of school land adjacent to the main school building. Another 120 acres of nearby land is leased giving students over 200 acres for livestock and crop management and production.

The vo-ag program consists of four parts - classroom, mechanics, occupational experience and leadership.

Areas studied in the classroom include genetics, veterinary science, bookkeeping, animal and crop production, and farm business management. In mechanics, students develop skills in surveying, welding, machinery repair, construction, irrigation and farm chemical application. In addition to becoming familiarized with all types of farm equipment, students also learn the proper safety procedures for running and repairing farm and shop machinery.

As part of the coursework involving livestock production, students are expected to raise and care for a calf, lamb or other farm animal. For example, one enterprising student cares for nine bee hives from which the honey is sold. Another student has suggested a project raising pheasants. Cavey says that the

vo-ag program has had good luck with every type of animal raised—except chickens. The animals initially are housed on the school farm

Mike Cavey

in pens, corrals and sheds built by vo-ag students and construction classes. Students are responsible for the total care of their animals. During calving and lambing season, the students take turns staying overnight in the bunkhouse to keep a close watch on the expectant mothers and on the new arrivals. The animals are fed with hay and grains planted, raised and harvested by the students on the "land lab" portion of the farm. During the summer, several students are hired to care for the livestock and harvest some crops.

As potential leaders in agriculture, students are encouraged to join the Future Farmers of America, an organization which stresses leadership, cooperation and citizenship. The FFA provides an opportunity for students to practice skills learned in the classroom such as livestock judging, crop identification, grain grading and range management.

This year 82 students are enrolled in the vo-ag program and about half are girls. According to Cavey, the girls do just as well as the boys in the program but have a harder time finding employment in agriculture after graduation.

Superintendent George Zellick says that the program offers a "real life" approach – not a textbook approach to employment in agricultural areas. "The advisory council which is made up of community members works very hard to make the program as practical as possible. We are pleased with the results thus far, but we also continually try to improve the program in order to help our students."

MCHS has developed a slide presentation highlighting their vo-ag program and interested persons may contact Mike Cavey at MCHS for further information.

Supt. Zellick

Vo-ag teachers' annual conference set for Bozeman

Vocational agriculture teachers throughout the state have been invited to attend the annual Montana Vo-Ag Teachers' Conference June 12-15 in Bozeman.

The conference is designed each year to present Montana teachers with the latest information, techniques and equipment for teaching classes in vocational agriculture.

Workshops will be given on repairing and maintaining power shop tools, laying masonry block, judging livestock and analyzing and judging soils.

Featured speakers include Senator Ed Smith, Dagmar; and Representative Melvin Williams, Billings.

For further information on conference activities, interested persons may contact Leonard Lombardi, agriculture education consultant, Office of Public Instruction, (449-3126).

Assessment handbook reprinted

A handbook that describes procedures for developing and monitoring a local high school skills assessment system is available from Educational Testing Service (ETS).

Reprinted due to a growing number of requests for information from school districts across the country, the *Handbook of Management Standards for Awarding High School Diplomas* discusses methods that can be used to implement and evaluate student experiential learning programs that grant credit for knowledge and skills gained outside the traditional classroom.

Five evaluation methods are analyzed: testimony, committee review, performance assessment, product assessment, and objective and essay examinations.

The handbook deals with such issues as determining student eligibility for nontraditional programs, program requirements, "contracts" with students, and staffing. It also examines procedures for setting student performance standards.

The handbook was developed by ETS and the College Board and sponsored by the Massachusetts Advisory Council on Education.

Copies of the handbook, priced at $6 each, can be obtained by sending a check payable to Educational Testing Service, Information Division D, Princeton, NJ 08541.

Deadline for NHF grants

June 15 is the next deadline for schools wishing to apply for the second phase of the National Humanities Faculty's Program for the Development of Humanities Disciplines within the Schools. Schools selected through national competition receive service grants equal to $22,000.

Supported by a $600,000 grant from National Endowment for the Humanities, the Program for the Development of Humanities Disciplines within the Schools seeks to improve teaching and learning within and across the disciplines of English/language arts, history, modern languages, classical studies, and law and ethics. The program combines on-site assistance in faculty development with short-term workshops and intensive summer institutes devoted to careful study and curriculum development within identified disciplines.

Applications may be submitted by teachers and administrators from any public, independent, or parochial elementary, middle, junior, or senior high school or group of schools. The application process emphasizes local identification and articulation of plans for curricular improvement within or across specific disciplines in order to improve educational opportunities for students and to promote continuing faculty development.

Persons wishing applications for the Program for the Development of Humanities Disciplines within the Schools, or additional information about the NHF and its programs, are urged to contact: National Humanities Faculty, 1266 Main Street, Concord, MA 01742

No shortage of energy ed materials

In response to the House Joint Resolution 75 which urges Montana schools to initiate interdisciplinary energy education activities, the Office of Public Instruction has launched positive efforts to assist in addressing this imperative instructional need.

Two members of the OPI staff—Gary Hall, science and mathematics consultant, and Edward Eschler, social sciences and environmental educational consultant—have been collecting and screening materials which are useful in planning, formulating and implementing energy education activities.

A significant part of their energy education responsibilities has been to provide energy education workshops for Montana teachers during the OPI annual regional workshops. During the fall of 1977 energy education methods and materials workshops were held at Columbus, Glendive, Wolf Point, Simms, Stanford, Anaconda and Polson and numerous teachers were recipients of information and materials which would help them deal with energy education in their classes. Also during the 1977-78 school year, energy and environmental education workshops were held at Glendive (during the MEA Teachers Convention); at Missoula in November; and at Miles City and Bozeman during January. During these workshops the issue of energy education constituted a major portion of the activities.

Another example of energy education activity regards specific workshops which have been held for certain grade level teachers who desire assistance in designing energy education instruction. One such workshop was held at Missoula in January and was attended by all of the Missoula School District No. 1 fourth-grade teachers.

Some of the materials being used to fulfill energy education needs include: National Science Teachers Association interdisciplinary, energy education lesson activities devoted to both elementary and high school levels. They deal with such matters as learning what energy is and what community workers produce and distribute energy in usable forms. Others deal with the internal combustion engine, transportation and agriculture. NSTA also has an energy/environmental source book which is utilized in teacher training. Another publication being disseminated is a booklet produced by the Federal Energy Administration titled *Energy Conservation Understanding and Activities for Young People.* Materials produced by other state education agencies also are used. One example published by the Minnesota Department of Education is a kit titled *Energy Activities for Junior High School Social Studies.* Finally, the Montana Energy Office has provided valuable assistance and materials, such as one useful booklet, *Montana Renewable Energy Handbook*, which is being disseminated throughout the state. Another item being distributed is the *State of Montana Energy Map*, which was prepared for the Montana Energy Office by the Department of Earth Sciences at Montana State University.

Edward Eschler has been working with groups and programs outside of OPI also concerned with fostering energy education. One program involved "Energy and Man's Environment" which is directed by Cal Ryder of the Great Falls Public Schools. Eschler also serves on the Energy and Man's Environment State Advisory Council.

Gary Hall also has been active in cooperating with other groups and agencies by working closely with the Montana Council for Teachers of Mathematics and with the Montana Science Teachers Association to foster energy education.

This year the Office of Public Instruction received a grant from the Department of Natural Resources which will be used to procure an energy environment simulator, a portable computer developed by Dr. John Amend at MSU. This device is used to provide teacher training and student instruction concerning the effects of the unwise use of finite resources. The energy environment simulator will be made available to school districts to use for instructional purposes.

The U.S. Department of Energy has awarded a grant of $18,980 to MSU to conduct a Montana Energy Development and Conservation Institute. This institute is to be held during June 19-30, and stipends will be awarded to approximately 35 Montana school teachers and administrators who will represent energy education teams from throughout the state. On completion of the institute, these teams will serve as energy education facilitators and consultants in their regions.

Eschler worked on a consultive basis with Dr. Lauren McKinsey, chairman of the political science department at MSU, in formulating and designing the grant proposal. In addition, Eschler and Hall will work during the institute as energy education instructors. Eschler currently is working with McKinsey in disseminating information and planning the schedules and activities for the institute.

The Office of Public Instruction intends to continue to work diligently in fulfilling the energy education needs and to ensure that the House Joint Resolution becomes a reality.

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Home ec for educationally handicapped—summer workshops offered

"Home Economics for the Educationally Handicapped" is the topic of two workshops offered during the summer session at the University of Montana, Missoula. These special workshops will focus on teaching handicapped students in the classroom problems, strategies and solutions. Effective teaching methods and materials also will be included. One of these workshops should be of interest to all junior and senior high teachers or prospective teachers in subject matter areas (art, home economics, sciences etc.) involving a laboratory setting for learning skills.

Mary Nelson, home economics special education resource teacher, will be the visiting instructor. Mrs. Nelson has an advanced degree in special education and has been a resource teacher on all levels of the junior and senior high school in Great Falls as well as the states of Mississippi and Maryland. She has published several programs in precision teaching, including SCAAT. In addition, several special education consultants will share their expertise with workshop participants and will include an overview of public law 94-142.

The first workshop is sponsored by the Center for Continuing Education and will be held June 12-16. The workshop is offered for two credits in either home economics or education. If graduate credit is earned, the student must have had teaching experience and must complete a special assignment. The registration fee is $50 ($25/credit) and the class will meet from 1:00 to 4:45 p.m. in Women's Center 203. Registration will be held during the first class period.

The second workshop is sponsored by the Office of Public Instruction Vocational Program for Disadvantaged/Handicapped and will be held the week of June 19-23 from 8:30 a.m. to noon and 1:30 to 4:30 p.m. Teaching experience, as well as a special follow-up assignment, is required for three graduate credits. This is a regular summer session course, Home Ec. 490, which will meet in Women's Center 203. The total fee for this sponsored workshop is $22. Vocational home economics and special education teachers employed in Montana will receive a stipend of $75 each. Inquiries and/or application for the stipend should be addressed to Sara Steensland, Chairperson Department of Home Economics, University of Montana Missoula, 59812.

Special ed office has new number

The Special Education unit in the Office of Public Instruction has a new phone number. To reach directly any member of the special education staff, please call 449-5660.

Special ed cooperatives come to Montana

by Mike Ikard,
Director of Special Education
Meadowlark School
Conrad

With the growing awareness of the need to provide comprehensive special education services to the handicapped students of rural Montana, several years ago our state legislature appropriated funds to operate 11 regional service centers throughout the state. These centers employ school psychologists, special education consultants, and, in some instances, other support personnel such as speech therapists and audiologists to help districts locate and assess their handicapped children. These staff members are able to provide districts with inservice training and consultation as to methods and materials which would help turn a handicapped child's educational experience into a positive learning experience.

After approximately five years of operation, regional service programs have been given guaranteed funding only through 1979. Because similar services will still be needed in the future, a number of smaller districts have been "teaming" together to form special education cooperatives. By forming cooperatives, those districts who do not require full-time support staff (speech therapists, psychologists etc.) are able jointly to hire the staff required. These cooperatives enable small districts to provide the comprehensive special education services that are mandated through Public Law 94-142. Typically, one district agrees to serve as a host district to employ a particular staff member (e.g. psychologist). Other districts sign a cooperative agreement in which they agree to share such services. Another cooperating district may agree to host another staff member (e.g. speech therapist). The host district funds a particular position through their special education budget and agrees to pay salary, benefits etc. District administrators meet frequently to discuss delivery of services. In some instances, because of sparse population in some areas, districts may even cooperate to employ a special education teacher to serve two or more schools where student enrollments are low.

If enough districts join the cooperative, a director can be employed. This person can be available to all districts to help in the budgetary process, recruitment of special education staff and the processing of necessary reports. This person also can provide direction to all districts as to proper procedure of screening, identification and placement of handicapped children and serve as a consultant on any legal issues which may arise.

Among the advantages of this type of programming are
1. Each local district determines its own needs and its administrators are involved in hiring the people required to meet these needs. The programs are controlled and supervised by the cooperative schools.
2. A more comprehensive special education service is available to children in districts who cooperate to obtain full services (this meets the mandate of P.L. 94-142).
3. If a director is employed, local administrators often find reduced time requirements for special education matters.
4. Local districts can work toward establishing similar special education policies as neighboring districts.
5. By cooperating, districts can develop appropriate programs for low incidence handicaps (TMR, multiply handicapped, emotionally disturbed) while still placing all handicapped children in the "least restrictive alternative."

With the gradual phase-out of Special Education Regional Services, special education cooperatives appear to be an option that many districts may consider. At this time, there are cooperative programs with directors based in Conrad, Missoula, Livingston, Belgrade, Kalispell, Townsend, Hardin, Bridger and Yellowstone County. Some of these are based on countywide programs while others are interlocal agreements crossing county lines. More information regarding special education cooperatives can be obtained from the Special Education Unit in the Office of Public Instruction.

OPI seeks art for display

The Office of Public Instruction again is soliciting from Montana schools contributions of student artwork for display in the Capitol office reception area. The artwork should be flat, requires no special mounting and can be from any grade level. Schools are requested to submit up to 12 items. For information and scheduling for the next school year, please call 1-800-332-3414 and ask for Tamara Stromquist, Publications Consultant.

WHO'S NEWS

New OPI Staff

SALLY MOORE joined staff last fall as a consultant in Human Potential Development. Moore holds a bachelor's degree in elementary education from North Texas State University and a master's degree in counseling from Montana State University.

DAL R. CURRY joined staff in April as Special Education Manager for the Division of Program Development and Evaluation. Curry attended the University of Kansas and received his doctorate in school psychology and child development. He has had varied professional experiences including elementary teacher; and lecturer, professor and psychologist at the university level. Curry has presented to workshops and conventions several papers concerned with behavior modification, measurement and delivery of psychological services.

GRETCHEN EDELEN has joined the Office of Public Instruction staff as a Consultant in the Division of ESEA Title I. Edelen, who earned a bachelor's degree and master's degree from Michigan State University, has served as Charlo School District's Title I supervisor for the past two years.

BETTY LOU HOFFMAN, manager, Division of Field Services and Evaluations, Office of Public Instruction, has been selected as one of 20 interns for an EPDA National Internship Project. The project is under the direction of the Oklahoma State Department of Vocational and Technical Education and is sponsored by the Education Professional Development Act. Each person selected in the nationwide project will intern for a period of one month in an educational setting that provides the kinds of needed learning experiences identified by the applicant, his or her institution and state director of vocational education. Hoffman has elected to complete her internship assignment in the Vocational Education Division of the Oregon State Department of Education in Salem.

SPELLING BEE W-I-N-N-E-R

Nora Drew of Robertson Elementary School, southeast of Jordan, became Montana's representative to the National Spelling Bee by correctly spelling *entourage*. At the state finals held at the EMC campus in Billings on April 29, Drew and 64 other contestants vied for the top prize of an all-expense-paid trip to the finals in Washington, D.C. June 5-10, a 30-volume set of the Britannica 3 encyclopedia, a Zenith Modular stereo and a trophy. All counties were represented at the event sponsored by the Lee Newspapers. Sara Mitchell, a Billings 8th grader, was first runner-up; Shane Bishop of Conrad, second; Christina Bricker of Superior, third; and Hillary Strayer of Missoula, fourth runner-up.

NEWSLETTERS

LIBRARY/MEDIA CONSULTANT
BRUCE MacINTYRE

Reel News

At this time most schools are submitting orders for films for the coming school year. In answer to a number of inquiries, no, the price of films will not be raised next year. Although the number of films ordered this year was about 40 percent fewer than a year ago, the increased income has allowed us to make up for the lack of outside support funding. Films ordered now for next year will be scheduled during the summer and confirmations will be mailed in August. At that time we also hope to send out a complete new film catalog that will contain some new titles—the first produced by the library in two years. There will be a new series of short stories by American authors for grades 9-12 and a series of short films on creative expression for elementary students. In the meantime, we have received the following new films donated by the University of Montana, General Motors and the St. Regis Paper Company:

No. 8847 We Are Water
UM/NSF 1977 8-12, C,A Color 28 min.

Beginning with the water cycle, the film explores the role of water in all life forms. Filmed in Montana and concentrating on the Montana social and cultural environment, the effect of sewage and industrial waste treatment on the upper Clark's Fork is presented. Fort Peck and Libby dams are introduced as examples of flood control and hydroelectric generators that raise questions about the environment and land use planning. Discusses the use of water in agriculture and the significance of the use of Yellowstone River water by the Montana Power Company at Colstrip.

(Montana)
(Water · Pollution)
(Energy)

No. 8848 I Like Bikes—But—
GM 1977 9-12, C, A Color 14 min.

A driver education film to alert drivers to anticipate and avoid some of the situations that could arise from sharing the road with bicyclists.

(Driver Education)
(Safety Education)
(Traffic Safety)
(Bicycle Safety)

No. 8849 Plants of Libby
STRP 1978 6-12 Color 15 min.

Filmed in and around Libby, Montana as a promotional film for the St. Regis Paper Company, the film gives a good introduction to the work of a lumber mill and the manufacture of plywood. Scenes of the process from rough logs to finished product are shown and explained.

(Forest Products)
(Wood and Wood Products)
(Montana)

No. 8850 Bicycling on the Safe Side
RAMS 1978 8-12, C,A Color 16 min.

With over 80 million bicyclists in the United States, the need for safety education has become critical. The film presents safe riding techniques, basics of maintenance and adjustments and theft prevention.

(Bicycle Safety)
(Safety Education)

TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

SUMMER TRAFFIC & SAFETY EOUCATION COURSES FOR TEACHERS

The 197B summer traffic and safety education teacher preparation courses have been scheduled. Montana State University, Northern Montana College and Western Montana College are offering courses in various locations including Butte, Glendive, Missoula, Kalispell, Bozeman, Dillon and Havre. Courses start as early as June 5 and as late as August 7. Length of courses ranges from three days to four and one-half weeks. For further information about these courses you may contact: Curt Hahn, Office of Public Instruction, Helena, or the higher education institution of your choice.

ADVANCEO ORIVING TECHNIQUES

The General Motors Proving Grounds, Milford, Michigan, is sending a staff of four to Butte, to conduct two three-day workshops on Advanced Oriving Techniques. The workshops will be held at the Butte airport on June 5-7 and B-10. Facilities, equipment and staff limit the number of participants to 12 for each workshop. Advanced registration must be received by May 26. Write or call: Dr. Lee Spuhler, Dean of Continuing Education, Western Montana College, Dillon 59725, phone 683-7537.

TEACHING THE SPECIAL STUDENT TO DRIVE

Dr. Oon Smith of the Highway Traffic Safety Center at Michigan State University, nationally known traffic safety educator and president-elect of ADTSEA, will be in Dillon and Missoula, to conduct two workshops titled "Teaching the Special Student to Drive." These workshops will be held on August 3-5, 9:00 a.m. to 5:00 p.m. in Dillon, and August 7-11, 9:00 a.m. to 5:00 p.m. in Missoula. Advanced registration is encouraged. Write or call Dr. Lee Spuhler at WMC, 6B3-7537.

NEW MTEA PRESIDENT-ELECT

John Babcock recently was elected as the incoming president of the Montana Traffic Education Association. He will take office officially on May 1, during the annual MTEA State Conference in Gregson. John resides in Somers and teaches for the local school district as well as at Flathead High School in Kalispell. Congratulations, John!

VOLVOS AVAILABLE

Volvo of America has announced its entry into the traffic education car, free-loan program with the introduction of its four-door, four-cylinder, automatic transmission, model number 244. It is available to non-commercial, community or school sponsored traffic education programs.

Volvo requires completion of a standard agreement form plus a joint inspection report form on return of the vehicle. A Hydramite model 760 dual brake system, available through the American Automobile Association, is recommended by Volvo. Agreement for purchase and maintenance of the brakes must be made between the dealer and sponsoring school. For information concerning Volvo car loans contact your local dealer.

TEACHING TIP

In a world laced with sophisticated, solid-state communications systems for driving ranges and the wizardry of computer technology in current simulation units, this item comes as a marvel of ultimate simplicity and bottom-line cost. It uses none other than the lowly clothespin. Often employed in solar collection, its duties also can be turned toward bettering the lot of student drivers everywhere.

The technique encourages the regular practice of the pre-car inspection. To begin the day, the instructor clips one clothespin somewhere on the front half of the car and another on the rear half. The driver-to-be must walk around the car, locate and collect them. When it comes time to switch drivers, the student then repeats the same steps of "hiding" them for the next driver and so on. This practice helps establish the habit of checking all around the vehicle searching for mechanical problems, children and available backing space.

Our congratulations to Troy "Cotton" Gann of Santa Fe City Schools for this ingenious idea that he has been practicing for some 20 years.

AUTO DEALERS LEND ED CARS

U.S. auto dealers loaned almost 37,000 late-model vehicles to high schools last year, enabling more than 3 million students to receive behind-the-wheel instruction in driver education.

Most (83 percent) of the total driver education training fleet of 44,565 vehicles were made available by local dealers participating in the vehicle-loan program.

Statistics on car loans for the 1976-77 school year were compiled by the Highway Users Federation from information provided by state departments of education.

Lee J. Beaudry, chairman of the Federation's Dealer Safety and Mobility Council and an auto dealer in Tucson, praised the car-loan program as "exemplifying the local dealer's commitment to fostering traffic safety education in his community."

METRIC MARKINGS

A new family of passenger car tires with metric markings is being produced by tire manufacturers as part of the automotive industry's gradual conversion to the metric system. In the example above, "P" stands for passenger, "215" is the width of the tire cross section in millimeters; "75" is the ratio of height to width; "R" means radial and "15" is the diameter of the rim in inches.

Load and inflation figures are given in both metric and conventional terms on the new "P-series" tires. The other sidewall markings remain the same. These include the Department of Transportation tire identification number and the type of cord in various plies.

Source: Tire Industry Safety Council, Washington, D.C. 20045.

FREE FILM OFFER

Basic Street Riding, one of the films in MSF's Motorcycle Rider Course, is available free of charge to traffic education classes. The film covers safe riding strategies and introduces students to the IPDE process—identifying potential hazards, predicting points of conflict, deciding the safest course of action and executing this action. The film is being made available to help instructors meet curriculum requirements for motorcycle safety education, to increase traffic awareness for potential motorists and motorcyclists and to stimulate interest in motorcycle rider education.

The 19-minute, 16 mm, color film can be borrowed by teachers or schools for one week. In addition to the film, classes receive information on the entire educational program and learn how to start a motorcycle rider course in the school or community.

Instructors also will receive information on incorporating the film into driver education courses.

For details on the free loan program, call (toll-free) 1-800-638-8652 or write: Motorcycle Safety Foundation, Free Loan Program, c/o Milner-Fenwick, Inc., 2125 Greenspring Dr., Timonium, MD 21093.

This film, as well as the entire MRC kit, is available free through one of Montana's Traffic Education Resource Centers.

Upcoming Traffic & Safety Education Events

June 5 - Aug. 11	Traffic & Safety Ed Teacher Preparation Courses	Various Montana cities
Aug. 13-17	National ADTSEA Conference	Sea-Tac Motor Inn Seattle, WA
Sept. 1	All Traffic Educators to Have at Least 12 Credits	
Dec. 4-8	Sixth Nat. Conference on Safety Education	CMSU Warrensburg, MO

ARTS IN EDUCATION

Dance/Movement
Drama/Theater
Music, Visual Arts
CONSULTANTS
Bob Crebo
Kay Burkhardt

A NEW VOICE FOR THE ARTS

A new national agency and voice for the arts in America has been formed. Arts, Education and Americans, Inc. has been established to be a vital instrument of change and a model of collaboration in the field of the arts. Among its many identified goals, this private organization will seek to create links with the public sector and offer the development of a national program for strengthening the role of the arts in education at all levels from kindergarten through college.

DANCE AND THE CHILD CONFERENCE '78

An international exchange of choreography, research, film, video and papers by leaders in the field of dance will take place at the University of Alberta, Edmonton, Canada, July 25-27. "The Child as Spectator, Creator, Performer" is the theme which will be developed. For more information contact Conference Office, Education S., Room G 108, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5

THE BRADEMAS BILL CALLS FOR A 1979 WHITE HOUSE CONFERENCE ON THE ARTS. (HOUSE JOINT RESOLUTION 600)

The Brademas bill has as its stated purpose "to help develop a climate in which the arts can flourish and. . .to formulate an assessment of problems and issues relating to the appropriate growth of the arts in all parts of the nation. Concern for the quality of life in the United States requries constant dedication, planning and reflection on the state of the arts in the nation," explains the bill, and "the arts have an increasingly significant impact on the economic sector of our society."

Brademas, who is the chairman of the Subcommittee on Select Education, formally announced his arts bill at the National Town Meeting on "The Relevance of the Arts in a Technological Society" at the John F. Kennedy Center in Washington in September 1977. The congressman said, "federal support for the arts has increased significantly in the last decade, but there are still many important issues concerning the future of the arts in American life that should be discussed and analyzed."

David D. Rockefeller Jr.'s testimony regarding the bill pointed out that Brademas bill authorizes President Carter to convene a conference on the Arts in 1979 which could address the seven areas relating to the arts and education: 1. teachers and artists, 2. school and art organizations, 3. funding, 4. teacher training, 5. special populations, 6. federal policy, and 7 new developments.

If you have thoughts about a White House conference on the arts, please write your representatives.

GET IN ON THE ARTS ACTION

Much nationwide arts action, discussion and research has been precipitated by the May 1976 Arts, Education Americans Panel report on *Coming to Our Senses: The Significance of the Arts for American Education*.

Uses of the report across the nation are varied. Listed below are a few.

classroom book and discussion item
– university-level textbook,
reading for the arts administration graduate seminar,
legislative discussion,
– agenda discussion item and study guide for arts organizations on the local, state and national levels.

Order your copy of *Coming to Our Senses: The Significance of the Arts for American Education* from the Student Bookstore, University of Montana, Missoula 59812 or McGraw-Hill Book Company, 1221 Ave. of the Americas, NY, 10019, $5.95.

This report has gathered many supporters and critics since its appearance. Whether you agree or do not agree with the report, it creates a common ground of information and vocabulary through which arts people can talk further with each other or with non-arts voices. It is time we make deeply sincere, consistent and long-term endeavors to do this. Reading *Coming to Our Senses* helps this vital process.

ONE LINERS

Learning works better if all the senses, including movement, are used.

Teachers say: kids learn better in schools they like.

Teachers say: kids like schools they can help plan, do things in, repair, paint, fix.

Teachers say: kids learn better from teachers they like.

Visit your town's art center and/or museum.

Push the desks back—try it!

Help kids get to know an artist, writer, dancer, musician or actor.

Use favorite records or tapes in the classroom.

Seek out people from other countries and invite them to class.

Re-enact a scene from history.

Make field trips a regular teaching tool.

Declare a "special color, texture, shape day." Look for and discuss what students notice.

Help collect books on the arts for school libraries.

Collect costumes and materials for kids to use in making plays.

Elect or retain school board members who care about the arts in education.

Create special learning environments (circus, Africa, Japan, underwater, periods of history, marketplaces etc.) in the classroom or stage areas.

Enclose your stage area with soundproof movable walls.* Use the space for counseling, remediation, media use, recording, plays, story-reading etc.

Tape record it first poems, stories, sound stories, reports, jokes. Writing skills will benefit from this too.

* For more information on these movable walls, please contact the Arts in Education Consultant, Office of Public Instruction.

continued on next page

The English Bulletin
LINDA SHADIOW, ENGLISH CONSULTANT

YOURS-FOR-THE-ASKING
(while they last)

Return to: Arts in Education Program, Office of Public Instructtion, Capitol, Helena 59601.

KING TUT EXHIBIT TEACHING AIDS

☐ Guide to the Treasures of Tutankhamun
☐ Learning guide brochures
☐ Slide set and handbook

OUR BAG NO. 5 AESTHETIC EDUCATION PAMPHLET

☐ Our Bag No. 5, provided by CEMREL (Central Midwestern Regional Ed Lab) includes information on activities, things to share, what's going on around the country, kid's stuff, help wanted, center's stuff.

NATIONAL GALLERY OF ART BROCHURE

☐ Lists its extension service programs which provide free loan service of colored slides, films, surveys, seasonal programs and automated programs available to schools and organizations.

EDUCATION THROUGH MUSIC (ETM) A PUZZLE TO EXPLAIN AND A JOY TO UNDERSTAND & USE

☐ Brochure from the Richard Institute of Music Education and Research, CA.

ORDER INFORMATION SHEET PROVIDED FOR THE FOLLOWING

By THE NAT. ART EDUCATION ASSOC

☐ *The Essentials of a Quality School Art Program: A Position Statement*
☐ *Guidelines for Teacher Preparation in Art: Position Statement*
☐ *Why Art Education?*
☐ *Public Relations for Art Education*
☐ *Art for the Preprimary Child*
☐ *Art Education: Elementary*
☐ *Art Education: Middle/Junior High School*
☐ *Art Education: Senior High School*
☐ *Art in American Higher Institutions*

By THE CENTRAL MIDWESTERN REGIONAL EDUCATION LAB

☐ *Through the Arts to the Aesthetics: The Aesthetic Education Curriculum*
☐ *The Five Sense Store*

By THE TECHNICAL EDUCATION RESEARCH CENTERS, INC., 1976

☐ *Exploring Writing Careers: a student guidebook*
☐ *Exploring Theater and Media Careers: a student guidebook*
☐ *Exploring Dance Careers: a student guidebook*
☐ *Exploring Music Careers: a student guidebook*
☐ *Exploring Arts and Humanities Careers in the community: a program planning guide*
☐ *Exploring Visual Arts and Crafts Careers: a student guidebook*

TAPE LOAN SERVICE

☐ *Song from the Earth: American Indian Painting* by Jamake Highwater, American Indian artist, scholar and critic. Inspirational address made to the National Art Education Association Conference, Houston, March 1978.
☐ *Forward to the Basic: What are Competencies?* by Dr. Arthur Combs. Address made March 17 at the Missoula Conference on "Back to Education: Forward to the Basics" sponsored by the Montana Educational Clearinghouse in Missoula.

THE MONTANA WRITING PROJECT

Next year any Montana school will have the advantage of contacting one of 20 trained teacher/consultants in the area of composition for staff inservice. The Montana Writing Project (MWP) is a recently-funded professional program based on the successful Bay Area Writing Project at the University of California, Berkeley. The nationally recognized Bay Area Project serves as a model for a national network of 30 centers. Each program duplicates the basic aim of the original project: the development of a cadre of teacher/consultants through an invitational summer institute on the teaching of writing and the utilization of the program participants in conducting inservice programs in schools during the year following the institute.

University of Montana English professor, Dr. Richard Adler, has been named director of the Montana project. The National Endowment for the Humanities is matching donations from private sources in funding the project which includes a stipend for each participant. Donors to the Montana Writing Project include Lee Enterprises, University of Montana Foundation, Montana Association of Teachers of English, *Great Falls Tribune*, *Reader's Digest* Foundation, *Ravalli Republic*, and Scripps-Ifft Newspapers. The summer phase of the MWP will be held at the U of M, Missoula, from June 12 to July 14. Twenty teachers from various geographic regions of the state and various levels of education will be selected to participate.

Participant selection by the MWP Board of Directors will be based on criteria which include a recognition of outstanding teaching, a record of achievement as a teacher of composition and a willingness to write, to make formal presentations and to serve as a teacher/consultant following the institute. The Board of Directors include Dr. Richard Adler and Dr. Robert Hausmann, University of Montana; Ms. Vel Sabo, Montana Association of Teachers of English; Ms. Sherry Lithander, Lockwood Primary School in Billings; Ms. Laurelee Wright and Ms. Linda Shadiow, Office of Public Instruction; and Mr. Wayne Buchanan, Montana School Boards Association.

The institute will cover topics including attitudes toward writing, pre-writing, planning, composing, revising/editing and evaluation. While learning about both writing and the teaching of writing, participants will be developing workshops which they will be able to present during the year following the institute. The full-day sessions will lead participants to explorations of a variety of approaches to the teaching and learning of composition.

From the outset, four assumptions—each validated hy previous educational research or the experience of previous inservice projects—have guided the design and development of the Bay Area Project and its nationwide counterparts. The first assumption—that *curriculum change cannot be accomplished by transient consultants*—led to the creation of regionally based teacher/consultants who are full-time staff members at various schools throughout a state. The second assumption—that *a substantial body of knowledge exists concerning the teaching of writing, much of it fairly new*—has been instrumental in having participants study new research and in developing materials for classroom implementation of the research results. *Curriculum change cannot be accomplished with a packet of "teacher-proof" materials*—assumption number three—is a focal point of the summer sessions where teachers explore problems and write their own materials rather than adopt any outside model. The fourth assumption directs the post-institute activities of the participants: *Field-based research could make a significant contribution to improving instruction.* As inservice educators and resource people, following the institute, participants become involved directly in monitoring the results, judging the effectiveness of materials and programs and in contributing valuable insights which can lead to project improvement.

Director Adler, recently summed up his excitement about the potential the Montana Writing Project has for helping the state's teachers and students: "*My past experiences have shown me that one of the most effective methods for teaching teachers is getting teachers themselves to share their most successful teaching practices. The summer experience will give us the opportunity to disseminate this expertise and make 20 teacher/consultants available to help other teachers throughout Montana. That is exciting.*"

Dr. Adler

END OF THE YEAR TEACHING IDEAS (or "Grin and Bear it Things for Spring-Fevered Teachers and Students)

1. Have this year's students correspond with next year's students. Ask them to write a letter to the person who will be sitting in their desk next fall. Collect and save the letters and distribute them during the first week of school.

2. Take out your course's handbook description and ask students to help you revise it so it accurately reflects what the course is about.

3. Encourage students to construct extra reading bibliographics for the major units of study within your course.

4. Devise an out-of-the-ordinary course evaluation form. Inform students that they will be teaching the course next year, ask them to explain which books/ lessons/activities that they will rctain for their handling of the course and which movies/assignments/requirements they will exclude.

5. Use Bantam's DIG USA, or a similar model, to explain thc concept of an archaeological dig or time capsule. Have them construct a time capsule of their own which, if opened in 10 years, would accurately depict them as sixth graders, sophomores or seniors; would accurately reflect the school in 1978; or would define your city or state.

6. Ask students to decide on a list of things they wished they had known before starting their present grade. Give the results to the teacher who teaches that grade and ask the teacher in the grade ahove yours to do the same.

7. Plan a graduation party for many of the literary characters you have studied during the year. Ask students to construct a class list; to select a motto, class colors, and a class song; have them write a class will. This can serve as a comprehensive review of the stories read.

8. Have an orientation session for next year's class (works best with elementary classes) at which your students make informative presentations.

9. Brainstorm lists of "things we could have done when we studied ." Make thc lists as extensive as possible without vetoing any suggestions during the brainstorming session.

10. Allow for daydreaming - have students write about "What I will be able to write about next September. . ." "Where I would go this summer if I had a million dollars. . ." "This summer I promise myself that I will. . ."

11. Have students make up language games which can he used next year as exercises for students who are having problems with some area of language— punctuation games, plural exercises etc.

12. Ask them to try to get through one day in class without talking—all communication has to take place through notepassing or board writing. Then set up some situations which will necessitate their giving directions or explanations!

13. Read some O. Henry short stories then, after discussing them, read only a portion of another one and ask students to write an ending in an O. Henry manner. After assignments are collected, reveal the original ending.

Competency testing: administrators study the real vs ideal

The theme of this year's State Superintendent's Administrators' Conference was competency education. Administrators attending the conference participated in workshops conducted by school superintendents and principals from Oregon, Colorado and California regarding the competency education programs in each of these states. In addition, panel discussions were given on competency education by various governance, legislative and regulatory representatives of Montana.

Of the 282 individuals who registered for the conference, 104 turned in a conference evaluation which asked three main questions about competency education. Seventy-three percent of the respondents indicated that they were not in favor of a state-developed and administered competency testing program. Respondents were split on the question of whether Montana should have a state-required but locally developed and controlled testing program with 56 percent favoring the idea. The third question asked respondents to choose either a functional literacy test in reading and mathematics or a more comprehensive competency based education program that would relate testing to life-role skills, school district goals and course objectives. Again, the respondents were split with 23 percent favoring the functional literacy approach, 26 percent favoring the more comprehensive competency based education approach and 30 percent indicating that they favored neither approach.

The evaluation form also asked the administrators to express their feelings on competency based education and testing in regard to their local districts. The following are some of their responses.

After the first day of the conference I felt that the state should set up a test and a course of study for all students. After the second day of the conference, my feelings changed. I now favor coaching teachers on how to use present test information to chart and follow student progress.

A take-off on the present Montana School Testing Service would be in order rather than reinventing the wheel. A testing program would have to have statewide uniformity. In any case, we want the federal government to stay out of it. Proceed slowly and carefully and enforce the present state guidelines.

Many Montana schools are doing the job. Where schools fail, they fail as a direct result of social pressure. The schools have been given the task of curing all the ills of society; consequently, they have less time to cure the academic ills.

Montana's students are tomorrow's citizens. The Montana School Testing Service currently provides useful information that keeps control at the local level but identifies beneficial information to educate Montana's future citizens.

Regarding local development and local control, how can one school develop a competency testing program that another school doesn't feel is needed for their program? What will the students do who transfer to a new school in this case?

Our district has had operational for two years a criterion referenced assessment program based on locally defined curriculum rationale and goals. Remediation is provided for those not meeting our local standards of achievement. Our fear of statewide standards is that minimum competencies will be too low.

County Superintendent: summary of services

During the past year we have seen several articles written by county superintendents regarding the duties and responsibilities of their office. We have learned that a county superintendent is involved in administrative areas helping district clerks and board trustees; that the county superintendent is the rural supervisor of teachers in rural schools; that the county superintendent is obligated by law to conduct hearings and appeals which arise in local districts; that county superintendents are the record keepers of the county in all aspects of budgeting and finance; that county superintendents have the responsibility of reviewing all school budgets and setting the tax levies for their local school districts; and, that county superintendents are involved with many aspects of the transportation of and service to students throughout each county. They are all of the above and a volume could be written expressing exactly what their duties are as mandated by law.

We have read many articles on the duties which according to state law must be performed by the county superintendent. These duties often go unnoticed by most school personnel and the general public; however, if these duties were not performed by this group of dedicated educators, the effects would be felt by boards of trustees, district clerks, district superintendents, the State Superintendent of Public Instruction and the citizens of each county.

After all the formal and obligated duties are listed, we finally must mention what a county superintendent is to the citizens of each county. It is in the office of the county superintendent that citizens can go to vent their feelings, frustrations and expectations concerning education, law and taxation. The county superintendent is a sounding board, a compromiser and a person with sympathy and understanding for people with problems that they cannot or will not take to other school or public officials. A county superintendent is a fellow citizen of each county resident--a neighbor and a friend who is available always for the people to go to and be welcomed.

In addition to all our official duties and responsibilities, county superintendents remain fellow citizens who care for all of the people in each county in the great state of Montana.

by Harry L. Axtmann
Roosevelt County Superintendent

The following are excerpts from two of the keynote speeches given at the State Superintendent's Annual Administrator's Conference and a commentary on competency education by Dr. James Burk, co-director, Basic Skills Unit, Office of Public Instruction.

Delivered by Russell B. Vlaanderen

What began a few years ago as a rather startling idea in California, Florida, Oregon and a handful of other states, has now assumed the proportions of an epidemic. As of March 30, 33 states had taken some type of state action, either by legislation or by state board regulation, to mandate the setting of minimum competency standards for elementary and secondary students. In 1978, the action has slowed down somewhat but still ten states have had legislation introduced although as of this writing, none of the bills has been approved. The effort toward minimum competency testing at the state policy-making level in 1978, however, has different characteristics than in previous years. In 1976 and 1977, it could only be described as one of the fastest-moving legislative concepts that veteran observers of state legislatures have seen in many years. Sweeping concepts were included in one-page bills. State board mandates were often short paragraphs, asking local districts or the staff of the state department of education to implement a full scale program, sometimes in a very short period of time. Knowledge of criterion-referenced and norm-referenced tests was often in short supply and many people were confused concerning

Dr. Russ Vlaanderen, director of research and information, Education Commission of the States, Denver.

the best type of test to use. What is noticeable this year is that the legislatures are moving much more carefully. They are holding more hearings, they are reviewing bills in greater detail, they are giving more consideration to additional studies, and in general, they are asking more searching questions. In states where the state board of education is active concerning minimum competency testing, they seem to be choosing to work through elaborate schedules of statewide hearings and involving all groups through advisory boards before adopting policy. Even after policy has been set, provisions are made for a period of review before it becomes final.

continued on next page

Vlaandered speech continued

As of the end of 1977, the Research and Information Department of the Education Commission of the States had identified 30 states that had taken action, either by legislation or state board regulation. This year, so far, three states, Connecticut, Indiana and Kansas have joined the list by the adoption of state board regulations. In Connecticut, the state board approved the lowering of the mandatory attendance age to 16 and would allow students at this age to take an examination which would be a mixture of the general educational development and adult performance level tests in order to leave school early. The program would require parental permission for students to take the examination and passage of the test would not result in a requirement to leave school. The regulation also provides for a counseling program in the schools to assist the students with making decisions on leaving school early. It also provides that the department of education shall work with the department of labor on the effect of this program on the labor market.

In West Virginia, the bill that was introduced there has been accompanied by an estimate of the cost or a fiscal note. The costs of implementing this bill have been estimated by the department of education and are as follows: For the first year, including the development and printing of the tests, $969,540. Second year and recurring costs are estimated at $2,302,658. For 1980-81 and the following years, the costs have been estimated at $2,903,340...

Your state has not yet done anything and you are consequently in a very enviable position. You may have the advantage of studying this question for as long as you want and, quite frankly, waiting for some of the results to come in from the other states that have plunged ahead. My best advice would be to profit by the mistakes that are most surely going to be made in other states and, if you still wish to have a program of minimum competency testing (and I cannot argue against the concept of quality control), then you will most certainly have the advantage of profiting by other states' mistakes. This would he my advice to the state of Montana.

Delivered by Jim Fillbrandt

Our problem began in the late '60s when education in California and elsewhere came under direct attack. The issues are well-known: student boredom, a high dropout rate, increased school violence—particularly of a racial orientation, the first signs of falling test and competency scores, and a general malaise toward anything that looked like "establishment."...

. . . Competency legislation in California. . . among other things, asks that each district develop minimum competency standards for graduation in at least reading, writing and arithmetic; and it posits certain requirements with regard to the school's communication with students and parents about student progress toward those standards. . . .

Dr. James Fillbrandt, high school principal, Bakersfield, CA.

. . . Any standard worth its educational salt will cause students to learn more. If set too low, the standard will go unnoticed and cause no change. If set too high, it will cause failure and disenchantment. High and low have to do with student achievement and perception, hence the standard should vary as students vary. But a minimum competency program implies one standard of a fixed character. . . .

Another problem related to the setting of standards is the inclination on the part of students to assume that minimums are maximums. To put it simply, it seems that students are inclined to certify a competency and then to rest on their laurels as if they had achieved nirvana through the minimum standards' gateway. In a sense, then, the minimum (as we, the curriculum directors, see it) becomes the maximum (as the students see it). . . .It is conceivable that a minimum competency program could result in a lower level of skills among graduates than had been the case prior to the program's outset. . . .

. . .If minimum competency programs are developed within a system rather than being imported by it, they can be a powerful tool for stimulating teachers and administrators to some really excellent in-service work. Regardless of one's viewpoint, there is no denying that the minimum competency movement results in nitty-gritty kinds of programs. They make an impact on classrooms, teachers and kids; and because they tend to be centralizing in terms of curriculum, they grab the attention of the professional staff. This gives you, as educational leaders, an opportunity to define goals and sharpen objectives. It allows you to talk about classroom strategies, specifically, individualized instruction and teacher-student relationships. If the program is developed internally, it will be controversial and terribly time consuming, but it also could be a powerful tool for change at all levels.

COMPETENCY TESTING: MONTANA HAS AN ALTERNATIVE

by Dr. Jim Burk,
Co-director, Basic Skills Unit
Office of Public Instruction

The term "competency testing" is serving as a unifying accountability cry for a growing movement among Montana policy makers to endorse and adopt new requirements for public school promotion and graduation. In states where forms of competency testing are in use, preliminary reports indicate a disappointing lack in achieving more accountability from schools or, more importantly, in improving the product.

Montana has a unique opportunity to avoid the mistakes, cost and pitfalls of joining the bandwagon of competency testing and, at the same time, fulfilling the promises of Article X, Section 1 of the Constifution of Montana which states, "it is the goal of the people to establish a system of education which will develop the full educational potential of each person. The quality of educational opportunity is guaranteed to each person of the state."

The demand for competency testing is a whitewash of symptoms of the disease affecting learning. It doesn't address cause, results or cost, either in terms of intellectual, social or broad academic achievement. In contrast, the Constitution of Montana speaks for an educational system in which the academically talented can sharpen their intellectual capabilities to the highest possible extent. It calls for a system in which care is taken to see that each person acquires basic knowledge and skills to function as a citizen. It promises help for the perceptually handicapped students who mix up B's and D's and P's and Q's to ensure that they reach a useful and functional level in reading, writing, speaking and listening. It calls for equal opportunity to study algebraic functions as well as the chance to become skilled in mental arithmetic. It calls for responding to those who need to study basic sentence structure and allowing them to do so while others are researching essays on Shakespearian literature. Competency and equal educational opportunity has as much to do with what goes on in the occupational-vocational class as with what happens in organic chemistry. Competency development is serving and meeting the strengths and weaknesses of each of the 172,000 unique students who come every day to our elementary and secondary schools.

The goal of the Montana Constitution to "develop the full potential of each person" also has to do with standards—realistically high standards to relate to state, local and individual student goals. It means meeting the standards of intellectual rigor suited to those who would attend a college or university. It means that a person in a special vocational class learning to be a service station attendant is expected to be a first-rate service station attendant. It means in whatever program, for whatever students, setting goals and objectives that require hard work and persistence to reach but which can be reached. It means honest measurement and evaluation of achievement—evaluation that lays the foundation for continuing success.

Competency testing programs do not enhance the quality of educational opportunity nor lay the foundation for life-long learning and success. In those states where statewide competency tests have been implemented, results are beginning to accumulate which show that students who can pass a competency test cannot necessarily read and/or write or apply knowledge and concepts in real life situations better than some students who failed the tests. There is an alternative to competency testing or simply blaming the student, the school or the teacher for lack of academic competency and progress. The alternative is assessing the individual needs of each student and then providing educational opportunities to meet those needs. This alternative also is commensurate with the Constitution of Montana and the provisions of the *Standards for Accreditation of Montana Schools.*

Standard 312.2, *Standards for Accreditation of Montana Schools,* requires all school boards of trustees to implement a process for assessing educational needs of each student. This standard also grants authority for adjusting programs to serve individual student needs. This requirement is hased on the premise that decisions made for or by students should be supported by the collection and study of information which can reveal such needs. There are two basic areas in which teachers at all levels should have assessment data: literacy and the affective aspect of student development. Literacy development refers to the ability to read, write, speak, think and do basic mathematics. The affective area concerns a development of learning attitudes, home environment and personal attitudes that may have critical bearing on the student's scholastic growth.

Montana and its people are at the crossroads. The decision is up to us. What kind of educational opportunity do we want for our students? Is cognitive-verbal competency good enough, or do we want both cognitive-verbal competency and behavioral competency? Are test scores really more important than long-term learning? Is theoretical learning more important than useable learning? We can either fulfill the promises of the Constitution by committing ourselves to developing the potential of each individual student and bring about substantial educational improvements, or we can buy competency testing as an elixer and after drawing hard on its substance find that our educational sore points are still with us.

CLASSIFIEDS

Community ed bill introduced

On March 9, a new community education bill was introduced in the U.S. Senate by Senator Harrison Williams. SB 2711, called the "Community Schools and Comprehensive Community Education Act," proposes formula funding to states to be administered through the state educational agency. (This means that LEAs would not have to compete nationally.)

President Carter had recommended that community schools legislation be a part of the school community cluster under the proposed Educational Quality Act and did not recommend separate appropriations to community schools. Fortunately, the new Williams' bill would create a separate title under ESEA. The amounts requested for this act are $48 million for the first year and $100 million for the second year. A similar bill is being introduced in the House of Representatives by Representative Dale Kildee of Michigan. These bills will be considered by the Senate Subcommittee on Education, Arts and Humanities and by the House Subcommittee on Elementary, Secondary and Vocational Education.

Cooks' workshops offer food for thought

The Division of School Food Services in conjunction with the Montana School Food Services Association is sponsoring two conventions for all managers and cooks. The conventions will be held in Missoula and Billings. The Missoula session is scheduled for Hellgate High School August 15-17, and the Billings session at Lewis and Clark Junior High School August 22-24. This year's format will feature demonstrations which will be identical at both sites. Equipment vendors and food purveyors will be invited to display their wares. A no-host banquet is planned for the evening of the second day. The convention is designed for supervisors, managers and all other food service personnel. Please make every effort to attend as these will be the only workshops offered to food service personnel during the 1978-79 school year.

For more information, contact Joan Meyer, school food services consultant, Office of Public Instruction, Helena 59601.

Free pamphlet for parents

A free copy of *Parents Guide to More Effective Schools*, published by the Association of American Publishers, may be obtained hy sending a stamped, self-addressed envelope to: AAP, One Park Avenue, New York, NY 10016. This pamphlet offers information to parents on what they can do to aid their children's progress in schools.

Voice of Democracy scholarship announced

The National VFW and Ladies Auxiliary in cooperation with the Broadcasters of the United States has announced the details for the 32nd Annual Voice of Democracy Scholarship Program. The theme for the 1978-79 program is "Why I Care About America." All 10th-, 11th-, and 12th-grade students in public, private or parochial schools are encouraged to participate in the program which is conducted during the fall term. The local contest deadline is December 5. Scripts submitted must be on reel-to-reel tape (7½ per second) and must not be less than three minutes nor more than five. Local radio stations usually will help students tapes their speeches.

More than $575,000 in bonds, scholarships and awards were given last year by local, district and state VFW posts and auxiliaries. Each state winner is awarded a week's trip to Washington, D.C. to compete for more than $22,500 in college scholarships.

For more information students should contact their high school principal, high school counselor or local VFW post.

Language workshop

School District No. 5 in Kalispell is hosting a Slingerland Specific Language Disability Workshop this summer from July 24 - Aug. 22. Any person interested in attending should contact Pat Conroy, Assistant Superintendent, Kalispell (755-5015). Credit for the workshop will be given through the University of Montana.

Business Ed Week scheduled at WMC

A unique program to teach high school students and teachers the principles and facts about business and America's economic system is being developed by the Resource Education Foundation of Helena.

Titled "Business Education Week," the program will be held at Western Montana College on July 9-15 with the Superintendent of Public Instruction, the Montana Chamber of Commerce and the college as cooperators.

Superintendent Georgia Rice explains that this program will benefit Montana's high school students and teachers through its unique curriculum which offers instruction from experienced and successful business people.

Further information can be obtained from Cindy Price, Business Education Week Coordinator for the Resource Education Foundation at 400 Ryman, Missoula 59801 or from William Fife, Office of Public Instruction, Capitol, Helena 59601 or call 449-3126

EMC schedules special summer programs

Eastern Montana College in Billings is offering this year, in addition to regular summer session programs, several Special Leadership Conferences and a Red Lodge Summer Session Program.

Five Special Leadership Conferences will be key-noted by renowned regional and national figures. Included are Psychology and Sociology of Sports for Youth, Coaches and Parents; Business Records Management; Oral Interpretation and Yellowstone Oral Interpretation Festival; Implications of the Implementation of PL 94-142 for Mathematics Education; and Human Sexuality: Scientific and Educational Foundations.

The Red Lodge Summer Program marks the first time EMC has made available a concentrated program of courses in Red Lodge for undergraduate and graduate credits as well as non-credit courses.

May 15 is the deadline to preregister for several special courses. More information can be obtained by contacting Eastern's Summer Session Office, Eastern Montana College, Billings 59101, phone, 657-2011. This office also will provide the full schedule of college credit and non-credit classes being offered this summer.

OPI hotline activity

Christy Snandy, Reception/Referral Desk Manager, transferred 1,646 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of April.

Social Security AV presentations available to schools

Three audiovisual presentations on social security and a teacher's guide are being distributed free of charge on request to secondary schools by the Social Security Administration.

Each course, consisting of a tape cassette and filmstrip, deals with a specific aspect of the Social Security Act. One presentation, *Your Stake in Social Security*, provides an overall view of social security with special emphasis on survivors and disability protection for young workers and their families. Another course titled *Social Security: Where It's At* offers a recap of the history of social security from enactment to the present with some projections for the future of the program. The third cassette and filmstrip presentation, *SSI Can Make The Difference*, deals with supplemental security income payments for the needy, aged, blind or disabled.

Requests for the three audiovisual courses and the teacher's guide—packaged together in an attractive and durable container designed for easy shelf storage and retrieval—should be sent to Distribution Liaison, Office of Information, Room 128 Altmeyer Building, Social Security Administration, Baltimore, MD 21235.

Montanans can visit King Tut

Northern Montana College is sponsoring a chartered coach tour to Seattle and a visit to the King Tut exhibit for all interested persons. The tour which will depart Havre on September 6 and return on September 10 costs $149 per person based on two people sharing a twin-bedded room. The tour price includes round-trip transportation, accommodations, tickets for the King Tut exhibit, Seattle sightseeing, baggage handling and taxes and tips.

For additional information, please contact Dr. Arthur Dolman or Richard Vanderpool, Department of History and Social Sciences, NMC, Havre 59501 (265-7821, ext. 3252).

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From the SUPERINTENDENT

With the summer months approaching, many educators, especially those who work directly in schools, are looking forward to perhaps a quieter time when fewer or different demands are made of them. The summer months provide for all of us a time to reflect on the past year's achievements and a time to establish plans for the next school year.

During this time I think we should examine the education offered in our schools to see if it meets the goals and needs of our community. Surely, if our schools are to succeed, the community must understand, participate in and guide the schools's educational endeavors.

I urge each of you to seek actively your community's interest and input in your schools to ensure success in the next school year.

Best wishes for an enjoyable summer.

GEORGIA RICE

Calendar

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Jul June

June 6	Primary Election
11-16	Nat. Golf Foundation Tri-State Golf Seminar - Bozeman
12-16	Annual Montana Vocational Agriculture Teachers Conference - Bozeman
12-16	Outdoor Education Workshop - Luccock Park Camp - Livingston
14	Flag Day
27-30	Nat. VICA Leadership Conference & Skill Olympics - Birmingham, Ala.
July 1-7	Nat. Educ. Assoc. - Dallas, Tex.
4	Independence Day
11-14	Pupil Transportation Conference - Billings
Oct. 19-20	MEA Convention - Great Falls

montana schools

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